

<p align="center"><b>Course Title: COLLEGE PREP ENGLISH-LANGUAGE ARTS IIIB</b></p>	<p align="center"><b>Course Description</b></p>
<p><b>Course No.</b> 4156                      <b>Grade level:</b> 11</p> <p><b>Text and Resource Options:</b></p> <p>A. <i>Language of Literature, American Literature</i>, Part II; McDougal-Littell</p> <p>B. <i>Vocabulary for the High School Student</i>, Part II; Amsco Publications</p> <p>C. <i>Fahrenheit 451</i>, Ray Bradbury</p> <p>D. <i>Of Mice and Men</i>; John Steinbeck</p> <p>E. <i>To Kill a Mockingbird</i>; Harper Lee</p>	<p><b>Course Duration:</b> *One Semester</p> <p><b>Credit Value:</b> 1 - 5</p>
<p align="center"><b>Course Content: Key Grade 11/12 Content Standards and Course Objectives</b></p>	
<ol style="list-style-type: none"> <li><b>Vocabulary and Concept Development:</b> trace the etymology of significant terms used in political science and history (1.1).</li> <li><b>Word Analysis, Fluency, and Systematic Vocabulary:</b> Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology (1.2), discern the meaning and relationship between pairs of words encountered in analogical statements (1.3).</li> <li><b>Reading Comprehension:</b> Analyze both the features and rhetorical devices of different types of public documents and how authors use these features and devices (2.1), analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject (2.5), critique the power, validity, and truthfulness in the logic of arguments set forth in public documents (2.6).</li> <li><b>Literary Response and Analysis:</b> Analyze characteristics of sub-genres that are used in basic genres (3.1), analyze how the theme or meaning of a selection represents a view or comment on life (3.2), analyze how irony, tone, mood, style, and sound of language are used to achieve specific rhetorical and/or aesthetic purposes (3.3), analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions (3.4), analyze recognized works of American literature representing a variety of genres and traditions (3.5).</li> <li><b>Writing Strategies:</b> Demonstrate understanding of the elements of discourse when completing narrative, expository, persuasive, informational, or descriptive writing assignments (1.1), use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes (1.2), synthesize information from multiple sources and identify complexities and discrepancies in the information (1.5), integrate databases, graphics, and spreadsheets into word-processed documents (1.8), revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience and genre (1.9).</li> <li><b>Writing Applications:</b> Write fictional, autobiographical, and/or biographical narratives (2.1), write responses to literature (2.2), write reflective compositions (2.3), write job applications and resumes (2.5), deliver multimedia presentations (2.6).</li> <li><b>Written and Oral English Language Conventions:</b> Demonstrate control of grammar, paragraph, and sentence structure, diction and usage (1.1), reflect appropriate manuscript requirements (1.3).</li> </ol>	<p>The objectives of this course are aligned with the Grade 11/12 English-language Arts Standards.</p> <p>This literature-based curriculum will integrate written and oral language skills, reading comprehension, and literary analysis using various literary genres based on world and American literature. The focus of writing and grammar assignments will be based on the individual needs of the students as determined by the teacher.</p> <p>*Open entry/exit</p> <p align="center"><b>Key Grade 11/12 Content Standards and Course Objectives (cont).</b></p> <ol style="list-style-type: none"> <li><b>Listening and Speaking:</b> Recognize strategies used by media to inform, persuade, entertain, and transmit culture (1.1), analyze the impact of media on the democratic process (1.2), use effective and interesting language in the delivery of oral communication (1.8), analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (1.14), deliver multimedia presentations (2.4).</li> </ol>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>Students will complete all activities assigned.</li> <li>Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>Students will complete all assignments with a minimum of 70% accuracy.</li> <li>The supervising teacher will be satisfied with the quality of the student's work.</li> <li>The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> <li>Letter grades are optional and require a higher level of performance.</li> </ol>

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Course Outline: 4156

**I. Textbook Assignment Options:**

A. *The Language of Literature, American Literature, Part II (5.0 Credits)*

- Unit 4; Part II, and Units 5-7; Part I and II: Read the following 20 selections in the order listed (including the “Pre-reading” sections):
  - a. “The Indian and the Hundred Cows”
  - b. “Life on the Mississippi”
  - c. “The Legend of Gregorio Cortez”
  - d. “The Yellow Wallpaper”
  - e. “The Story of an Hour”
  - f. “Adolescence III”
  - g. “We Wear the Mask/Sympathy”
  - h. “Winter Dreams, F. Scott Fitzgerald”
  - i. “America and I”
  - j. “When the Negro Was in Vogue”
  - k. “How It Feels to Be Colored Me”
  - l. “The Death of the Hired Man”
  - m. “The End of Something”
  - n. “The Jilting of Granny Weatherall”
  - o. “The Man Who Was Almost a Man”
  - p. “Mirror/Self in 1958”
  - q. “Why Soldiers Won’t Talk”
  - r. “Letter From Paradise and In Response to Executive Order 9066”
  - s. “The Writer in the Family”
  - t. “Teenage Wasteland”
- Complete **all** of the following for **each** of the 20 selections:
  - a. “Connect to Literature”
  - b. “Think Critically”
  - c. “Extend Interpretations”
  - d. “Vocabulary In Action,” if listed
  - e. “Grammar in Context,” if listed
- From the 20 selections above, choose **three** of the “Choices & Challenges” activities as follows:
  - a. One technology activity.
  - b. One “Writing Options” activity. Use Writing Rubrics: N CP, Exp. CP, or P CP.
  - c. One textbook technology or “Writing Options” activity of your choice.

B. *Vocabulary for the High School Student, Part II (2.0 credits)*

- Complete: All exercises Chapters 5-9.

C. *Fahrenheit 451 (3.0 credits)*

- Read the novel.
- Complete the comprehension questions.
- Complete one of the Extension Activities listed below for *Fahrenheit 451*.

D. *Of Mice and Men (2.0 credits)*

- Read the novel.
- Complete the comprehension questions.
- Complete one of the Extension Activities listed below for *Of Mice and Men*.

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### E. *To Kill a Mockingbird* (3.0 Credits)

- Read the novel.
- Complete the comprehension questions.
- Complete one of the Extension Activities listed below for *To Kill A Mockingbird*.

## II. Extension Activity Options:

### A. *Fahrenheit 451* (select 1)

1. Use the Internet to conduct research on the topic of censorship (use “censorship” as your search tool). Write a 2-3 page essay on the topic or prepare a 15-20-slide PowerPoint presentation using your research. You might review various types of or attempts at censorship either locally or worldwide. Use and cite at least 2 sources. For an essay, use Writing Rubric Exp. CP.
2. Ray Bradbury, the author of *Fahrenheit 451*, uses symbolism throughout the novel. Symbols are objects, characters, figures, or colors used to represent abstract ideas or concepts. Write a 2-3-page essay that discusses how Bradbury uses the following symbols: blood, the hearth, the salamander, the sieve, the sand, the Phoenix, and mirrors. Use Writing Rubric: RL CP or Exp. CP.
3. Use the Internet to conduct a biographical research on Ray Bradbury, the author of *Fahrenheit 451*. Use at least two different sites for your information. Write a 2-3-page biography from your research, citing at least 2 sources. Use Writing Rubric Exp. CP.
4. Teacher generated activity, approved by the site administrator.

### B. *Of Mice and Men* (select 1)

1. Use the Internet to conduct research on the life and works of John Steinbeck. Create either a 15-20-slide PowerPoint presentation on his life and works or design and create a brochure for the John Steinbeck Museum. Include at least 2 graphics or photos in the activity you choose.
2. Research the life and works of John Steinbeck and write a 2-3-page biography on Mr. Steinbeck, explaining his importance in American Culture. (Writing Rubric: Exp. CP)
3. Write a 2-3-page Response to Literature essay summarizing and responding to *Of Mice and Men*. Discuss the message that Steinbeck was trying to convey in his novel, and some of the methods he used to get his message to the reader. Also, discuss your feelings about the story. Use Writing Rubric RL CP.
4. Teacher generated activity, approved by the site administrator.

### C. *To Kill A Mockingbird* (select 1)

1. Write a 2-3-page essay on how the author, Harper Lee, developed the themes of prejudice, justice and human dignity in the novel. Be sure to include examples and specific details from the novel to support your ideas. Use Writing Rubric RL CP.

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2. Use the Internet to research Harper Lee's life. Find out how much of *To Kill a Mockingbird* is based on her own experiences. Why do you think she choose to create the story of the Finches rather than simply write an autobiography? Create a 2-3-page essay that focuses on and answers these questions. Use Writing Rubric Exp. CP.
3. Create a 15-20-slide PowerPoint book report presentation on the novel. Include at least 2 photos or pictures to help illustrate the book.
4. View the movie version of *To Kill a Mockingbird*. Notice that many of the humorous scenes in the novel were omitted from the film. Write a 2-page review, analyzing the movie's strength's and shortcomings and comparing the movie version to the novel. Also examine which incidents were cut, and offer an explanation as to why this was done. Use Writing Rubric Exp CP.
5. Had Tom Robinson lived and his conviction stood, he would have been executed. Do you agree that the death penalty should be legal? Why or why not? How does your view of Tom's treatment affect your opinion? Write a 2-3-page persuasive essay based on your point of view and use the novel to help justify your opinion. Use Writing Rubric P CP.
6. Teacher generated activity, approved by the site administrator.

### III. Evaluation

- See your teacher for a unit test, or final course evaluation.
- All writing assignments must meet the proficient level of the writing rubric provided by the teacher.
- All textbook work must meet the 70% accuracy level.